

Human Rights Education: Need of Hours

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Abstract:

Human rights education is all learning that develops the knowledge, skills, and values of human rights. People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them. Growing consensus around the world recognizes education for and about human rights as essential. It can contribute to the building of free, just, and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses. Human Rights education aims at teaching skills, offering knowledge and shaping attitudes that advance a universal cultural of human rights. While human rights education is a global issue, it is effective primarily at the national level and local levels. It is through human rights education that the standards established in international human rights law take root in the everyday life of individuals and local culture of nations. Billions continue to live in poverty. There is huge disparity between the rich and the poor. There have been violent conflicts, increasingly ethnic in nature. Political extremism and terrorism have targeted countless civilians. Unemployment, discrimination and social exclusion bedevil all societies. In all concern its necessity the enforcement and understand the need of human rights education.

Keywords: Education. Human rights, Indian constitution, Human Rights Education

Introduction:

Education in its two broad perspectives should be developed, i.e., formal and informal education and must be utilized in a constructive manner. Similarly, education of the literate and illiterate should also be taken cognizance of in the spread of the Human Rights all over the world successfully. Development of folklore education, bard education and moral instructions which would influence the common illiterate mind must be developed. Even female education and research in constructive manner need to be emphasized upon for successful spread of Human Rights or natural rights. Several steps can be taken to develop a school curriculum which would help the raw and the tender minds at the lower and basic levels to develop the eternal value of life and understand the real meaning behind Human Rights.

Concept of Human Rights Education:

Human rights education is all learning that develops the knowledge, skills, and values of human rights. The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

- a) The strengthening of respect for human rights and fundamental freedoms;
- b) The full development of the human personality and the sense of its dignity;
- c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d) The enabling of all persons to participate effectively in a free society;
- e) The furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

Human Rights and Indian Constitution Provisions:

A personal of the constitution of India shows that though the term 'Human Rights' is not used, the inclusion of 'Fundamental Rights' denotes the same intention and meaning as inherent in The Declaration of Human Right. It is. Therefore, important that we may apprise ourselves of the various dimensions of Fundamental Rights.

The Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles of the State policy are concrete steps toward the realization of human rights. Whereas basic objectives have been defined in the Preamble, the protection of human freedom and liberties are emphasized in Fundamental Rights and Directive Principles of State Policy. The rights of the child have been given the greatest priority. Since rights and duties are inseparable, Fundamental Duties (Article 51) are also imperative. These provisions epitomize the collective will and aspiration of all Indians. The following provisions in Constitution safeguard human rights:

- Equality before the law (Article 14);
- Non-discrimination on ground of religion, race, caste, sex, and place of birth (Article 15);
- Equality of opportunity (Article 16);
- Freedom of speech, expression, assembly, association, movement, residence, acquisition, and disposition of property, practice of any profession, carrying out any occupation, trade, or business (Article 19);
- Prohibition of traffic in human beings and forced labor (Article 23)
- Prohibition of labor in case of children below 14 years (Article 24);
- Freedom of religion (Article 25);
- No provision for religious instruction in any educational institution wholly maintained out of State funds (Article 28);
- Conservation of language, scripts, and culture (Article 29 {1});
- Right of minorities to administer educational institutions (Article 30);
- State guarantee of social order (Article 38 {1}, Directive Principles of State Policy);
- Adequate means of livelihood, equal pay for equal work for both men and women, non-abuse of health of the worker, opportunity for children to develop in a healthy manner and in conditions of freedom and dignity (Article 39, Directive Principles of State Policy);
- Right to work, education, and public assistance in specific cases (Article 41, Directive Principles of State Policy);
- Provision for free and compulsory education of children up to 14 years of age (Article 45, Directive Principles of State Policy);
- Ensuring education and economic development of scheduled castes, scheduled tribes, and other weaker sections of society (Article 46, Directive Principles of State Policy).

Human Rights Education as a Human Right:

Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." The International Covenant on Civil and Political Rights (ICCPR) declares that a government "may not stand in the way of people learning about [their rights]."

Although news reports refer to human rights every day, "human rights literacy" is not widespread in the United States. Students of law and international relations or political science may study human rights in a university setting, but most people receive no education, formally or informally, about human rights. Even human rights activists usually acquire their knowledge and skills by self-teaching and direct experience.

People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them. Growing consensus around the world recognizes education for and about human rights as essential. It can contribute to the building of free, just, and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

The Goals of Human Rights Education:

Human rights education teaches both **about** human rights and **for** human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Education **about** human rights provides people with **information** about human rights. It includes learning –

- About the inherent dignity of all people and their right to be treated with respect
- About human rights principles, such as the universality, indivisibility, and interdependence of human rights
- About how human rights promote participation in decision making and the peaceful resolution of conflicts
- About the history and continuing development of human rights
- About international law, like the Universal Declaration of Human Rights or the Convention on the Rights of the Child
- About regional, national, state, and local law that reinforces international human rights law
- About using human rights law to protect human rights and to call violators to account for their actions
- About human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them
- About the persons and agencies that are responsible for promoting, protecting, and respecting human rights

Education **for** human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live. These human rights **values** and **attitudes** include –

- "strengthening respect for human rights and fundamental freedoms"
- nurturing respect for others, self-esteem, and hope
- understanding the nature of human dignity and respecting the dignity of others
- empathizing with those whose rights are violated and feeling a sense of solidarity with them recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society
- perceiving the human rights dimension of civil, social, political, economic, and cultural issues and conflicts both in the US and other countries
- valuing non-violence and believing that cooperation is better than conflict

Education **for** human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action. These **skills for action** include –

- recognizing that human rights may be promoted and defended on an individual, collective, and institutional level
- developing critical understanding of life situations
- analyzing situations in moral terms
- realizing that unjust situations can be improved
- recognizing a personal and social stake in the defense of human rights
- analyzing factors that cause human rights violations
- knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights
- strategizing appropriate responses to injustice
- acting to promote and defend human rights

Three Dimensions of Human Rights Education:

1. To teach about human rights,i.e.,to inform people of their rights.
2. To teach for human rights,i.e.,to learn how to implement and to defend human rights.
3. To teach in human rights,i.e.,to learn within an environment and climate which would reflect a concern for the ideals and practices of human rights.

Significance and Meaning of Promoting Human Rights Education:

The United Nations considers education as the key to development, as a fundamental human right and as prime means in the promotion of human rights. The universal Declaration of Human Rights Article 26.2 states “Education Shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.”

In the words of the General Assembly resolution establishing the Decade of Human Rights Education, human rights education is intended to be “ a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means of ensuring that respect in all societies.”In this sense, human rights education significantly contributes to promoting equality and sustainable development, preventing conflict and human rights violations and enhancing participation and democratic processes, with a view to developing societies in which all human rights of all are valued and respected.

Human Rights education aims at teaching skills, offering knowledge and shaping attitudes that advance a universal cultural of human rights. While human rights education is a global issue. it is effective primarily at the national level and local levels. It is through human rights education that the standards established in international human rights law take root in the everyday life of individuals and local culture of nations. The 1993 Vienna Conference- a landmark in human rights education confirmed that human rights education, training and public information were essential for fostering mutual understanding, tolerance and peace among communities.

Important Aspects of Human Rights Education:

- Learning about human rights as an important element of the preparation of all young people for life in a democracy.
- The teaching of human rights has to face the problem of the re-emergence of racist attitudes and has teach the recognition and acceptance of differences.
- Human rights education to take into account the international dimension of the problem ,
- Human rights education may have to face the problem of the ideological and political dimension of the human rights debate,
- Human rights education focuses on instances of progress in the protection of human rights in order to avoid the feeling of discouragement when confronted with the violations of human rights.

Conclusion:

It is usually that the sustainable achievement of the peace, development and democracy cannot be achieved without enforcing human rights education. Enforcement of human rights can assure the rights of political choice and association, of opinion and expression, and of culture, the freedom from fear and from all forms of discrimination and prejudice, freedom from want and the right to employment and well-being. Billions continue to live in poverty. There is huge disparity between the rich and the poor. There have been violent conflicts, increasingly ethnic in nature. Political extremism and terrorism have targeted countless civilians. Unemployment, discrimination and social exclusion bedevil all societies. In the end, it is the need of the hour to take human rights in a positive sense and not allow its politicization. It has often been seen that human rights movement start with great principles like morality,

ethics, respect of human beings etc., We must educate the masses about their rights and duties and help them fight for the same. In all above concern its necessity the enforcement and understand the need of human rights education.

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